

| Year Group | Reception | Year 1 | Year 2 | Year 3 | Year 4 |
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| Topic | Transport/ Pirates: Under the Sea | Explore the World | Explore the World | We'll Meet Again (WW2) | We'll Meet Again (WW2) |
| Skills: | | | | | |
| AT1 Learning about religion Beliefs, teachings and sources | Chn can listen with enjoyment to a Christian (Jewish, etc) story and ask questions (e.g. Zacchaeus; David; Hanukkah) | Chn can remember a Christian (Muslim, etc) story and talk about it (Good Samaritan; Genesis 1: caring for the Earth) | Chn can tell a Christian (Jewish etc) story and say some things that people believe (Good Samaritan: Genesis 1: caring for the Earth) | Chn can describe what a believer might learn from a religious story (Sura 1, Qur'an - worshipping; Ten Commandments: Bible; The Jewish teaching of Tikkun Olam (mending the world) and tzedaka (charity).) | Chn can make links between the beliefs (teachings, sources, etc) of different religious groups and show how they are connected to believers' lives (Sura 1, Qur'an - worshipping; Ten Commandments: Bible; The Jewish teaching of Tikkun Olam (mending the world) and tzedaka (charity).) |
| Practices and ways of life | Chn begin to know about their own cultures and beliefs and those of other people (recognise some religious words) | Chn can use the right names for things that are special to Christians (Jews, etc) (zakah (almsgiving) in Islam and tzedaka (charity) in Judaism.) | Chn can talk about some of the things that are the same for different religious people (zakah (almsgiving) in Islam and tzedaka (charity) in Judaism.) | Chn can describe some of the things that are the same and different for religious people (living in harmony; making the world a better place) | Chn can use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups (e.g. salah - prayer 5 times a day and rak'ah prayer positions) |
| Form of expression | Chn can use their imagination to represent their own ideas, thoughts and feelings (through drama, role play) | Chn can recognise religious art, symbols and words and talk about them (art/poetry linked to wonderful world) | Chn can say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about (art/poetry linked to wonderful world) | Chn can use religious words to describe some of the different ways in which people show their beliefs. (Five Pillars of Faith) | Chn can express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean. (Five Pillars of Faith) |
| AT2 Learning from religion Identity and belonging | Chn can talk about how they and others show feelings. (Identify own feelings in stories) | Chn can talk about things that happen to them (how they care for other/Earth) | Chn can ask about what happens to others with respect for their feelings (how they care for other/Earth) | Chn can compare some of the things that influence them with those that influence other people. (e.g. self control; living in harmony) | Chn can ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced them and others. (e.g. world is not always a good place; living in harmony) |
| Meaning , purpose and truth | Chn can think and talk about issues of right and wrong and why these questions matter. (being a friend to the friendless; standing up for what is right) Chn understand that they can expect others to treat their needs, views, cultures and beliefs with respect. (What these stories teach believers) | Chn can talk about what they find interesting or puzzling (Creation story; why everyone should care for each other/natural world) | Chn can talk about some things in stories that make people ask questions (Creation story; why everyone should care for each other/natural world whether religious/non-religious) | Chn can ask important questions about life and compare their ideas with those of other people. (Values of submission and self control for Muslim/non Muslim; commands for living Christian and nonreligious views) | Chn can ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by them as well as members of different religious groups or individuals. (Values of submission and self control for Muslim/non Muslim; commands for living Christian and nonreligious views) |

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| Values and commitments | Chn talk about similarities and differences between themselves and others (e.g. different faith stories and what they tell us) | Chn can talk about what is important to them and to other people (each person being unique and valuable; how to treat the natural world) | Chn can talk about what is important to them and to others with respect for their feelings.(each person being unique and valuable; how to treat the natural world) | Chn can link things that are important to them and other people with the way they think and behave. (prayer and fasting; self control) | Chn can ask questions about the moral decisions they and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values. (prayer and fasting; self control) |
| Knowledge | Reception | Year 1 | Year 2 | Year 3 | Year 4 |
| | <p>Throughout EYFS children encounter Christianity and other faiths as part of their growing sense of self and community.</p> <p><u>Which stories are specially valued and why?</u> Talk about some religious stories. Recognise some religious words, e.g. about God Identify own feelings in the stories they hear Identify a sacred text e.g. the Bible or the Torah Talk about some of the things these stories teach believers</p> <p>(note: in EYFS usually only 4 units are studied. This additional unit is featured early in the Summer term)</p> | <p>Throughout KS1 pupils are taught the religious traditions of the following groups: Christians, Muslims, Jews</p> <p><u>How do we show we care for others? Why does it matter?</u> Identify a story/ text that says something about each person being unique and valuable Give an example of a key belief (e.g. God loves all people) How people show that they care for others (e.g. by giving to charity) & how religious teaching encourages care for other people Think about what difference believing in God makes to how people treat each other Give reasons why everyone (religious and non-religious) should care for others</p> <p>-----</p> <p><u>How do we show we care for the Earth? Why does it matter?</u> Identify a story/text that says something about the beautiful Earth Give an example of a key belief in one of these stories (e.g. God loves the world because it is God’s creation) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world How people show that they care for the Earth, making a link to a creation story Give examples and say why Christians and Jews can show care for the Earth What difference believing in God makes to how people treat the natural world Why everyone (religious and non-religious) should look after the natural world</p> | <p>Throughout KS2 pupils are taught the religious traditions of the following groups: Christians, Muslims, Hindus, Jews, Sikhs</p> <p><u>How do festivals and worship show what's important to Muslim people?</u> Beliefs about God in Islam, expressed in Sura 1 of the Qur’an Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) Ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) & what they involve Links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) The value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslim The Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today.</p> <p>-----</p> <p><u>How and why do people try to make the world a better place?</u> Why the world is not always a good place (e.g. Christian ideas of sin) Religious beliefs and teachings and why people try to live and make the world a better place Teachings about how to live and ways in which people try to make the world a better place (e.g. Tikkun Olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action Why the world is not always a good place, and the best ways of making it better Make links between some commands for living from religious traditions, nonreligious worldviews and pupils’ own ideas Express own ideas about the best ways to make the world a better place, making links with religious ideas studied</p> | | |